

KENTUCKY'S DYSLEXIA TASK FORCE REPORT AND RECOMMENDATIONS

Produced by the
Kentucky Department of Education

Stephen Pruitt
Commissioner of Education



Kentucky's Dyslexia Task Force

Background

In June 2016, Commissioner of Education Stephen Pruitt named a task force to study dyslexia and develop recommendations on policy, personnel, and the instructional and fiscal resources needed to identify and support students with dyslexia.

Dyslexia is a learning disability that is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. There has been a lot of discussion over the years as to whether dyslexia adversely impacts a child's education to the extent that he or she requires specially designed instruction; therefore this group was convened to focus on ways to help schools recognize and understand dyslexia and provide supports for these students.

Dyslexia is a learning disability that is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities.

Jeanna Mullins, with the University of Kentucky's Human Development Institute, facilitated the group's work over the course of monthly meetings for a period of one year.

The group worked to fulfill its charge from Commissioner Pruitt to:

- survey the national landscape by reviewing the most current national data and research on dyslexia;
- conduct an environmental scan to determine implications for policy and programming;
- review current policies and practices being implemented across the Commonwealth and other states for screening, identifying and instructing students with dyslexia;
- examine and analyze state level intervention data and current practices for students with dyslexia; and
- develop recommendations to the commissioner of education on policy, personnel, and the instructional and fiscal resources needed to support the implementation of the methodologies for identifying and serving students with dyslexia.

Dyslexia Task Force Members

- Allison Slone, teacher, Rowan County Public Schools
- Amy Lingo, Ed.D., associate dean for academic affairs and unit effectiveness, University of Louisville
- Brian Lovell, director of personnel, Union County Public Schools, and chair of the State Advisory Panel for Exceptional Children
- Geco Ross, teacher, Paducah Independent Schools
- George Hruby, Ph.D., executive director, Collaborative Center for Literacy Development (CCLD)

<p>Some people make a difference because of their difference.</p>	<ul style="list-style-type: none">• Jackie Ridsen-Smith, director of special education, Lincoln County Public Schools• Jim Feger, behavior consultant, Special Education Division of the Southeast/South-Central Educational Cooperative• Dr. Joe Bargione, Ph.D., lead psychologist, Jefferson County Public Schools• Kayla Steltenkamp, special education teacher, Boone County Public Schools• Meena Wood, literacy consultant, Special Education Division, Western Kentucky Educational Cooperative• Michelle Antle, field training coordinator for the Kentucky Autism Center (KATC), Special Education Division of the Green River Regional Educational Cooperative (GRREC)
<p>Albert Einstein Alexander Graham Bell Bill Gates Leonardo DaVinci Muhammad Ali Pablo Picasso Steve Jobs Thomas Edison Walt Disney</p>	
<p>Their difference is DYSLEXIA.</p>	

- Michelle Gadbury, director of special education, Jessamine County Public Schools
- Michelle Praria, teacher, Woodford County Public Schools
- Patty Grable, director, Special Education Division of the West Kentucky Educational Cooperative
- Tami Trunick, Decoding Dyslexia KY

Guiding Principles

- Core literacy instruction should include, but not be limited to, explicit and direct instruction in five components of reading and formative assessment (i.e., diagnostic) to guide instruction.
- Use high quality structured literacy instruction that matches students' current level of reading performance.
- Use evidence-based interventions that match individual student needs and areas of deficit.
- Literacy is the responsibility of all grade levels. Reading instruction continues from elementary to middle to high school.
- Assuming students with dyslexia receive instruction in both general and/or special education settings, all administrators, teachers, and interventionists across P-12 must receive professional development in identification, instruction and implementation models related to dyslexia.

Beliefs

The Dyslexia Task Force members believe:

- Recommendations should apply to all schools receiving public funding.
- Response to Intervention (RtI) instruction must be based on skill deficit areas identified through diagnostic assessment and should include the core principles of RtI.
- All students identified with or displaying risk factors for dyslexia can and should receive instructional interventions at school that will allow them to progress in area(s) of skill deficit through the appropriate use of data-based decision making.
- Schools need adequate time and funding to provide additional reading instructional support.
- All Educator Preparation Providers (EPPs) should equip educators with the knowledge, skills, and dispositions to meet the needs (teach and lead) of all students including those with dyslexia.
- All educator preparation programs should include a knowledge of evidence-based practices.
- EPPs should partner with P-12 Local Education Agencies (LEAs) to improve student outcomes.
- Accreditation by Education Professional Standards Board (EPSB) should ensure high quality preparation programs for teachers and leaders.

All students identified with or displaying risk factors for dyslexia can and should receive instructional interventions at school that will allow them to progress in area(s) of skill deficit through the appropriate use of data-based decision making.

Dyslexia Task Force Recommendations

**If a child can't learn the way
we teach, maybe we should
teach the way they learn.**

--Ignacio Estrada

The following recommendations are directed to KDE for implementation, unless otherwise noted, and are based on guiding principles and beliefs in development of recommendations specifically for students identified with or displaying risk factors for dyslexia. The recommendations are intended to move these students toward "meaning centered" reading and writing.

As stated in the recommendations, the development of a KDE guidance document that addresses the following areas should be applied to all schools, public and charter for Pre-Kindergarten through Grade 12.

Recommendations for Action

- I. Planning and Preparation
 - *Instructional Planning and Preparation*
 - *Implementation Infrastructure*
 - *Personnel Preparation/Pre-Service*
 - *Credentialing*
 - *Professional Development*
- II. Student Supports
 - *Screening Data*
 - *Data Collection, Analysis, and Decision Making*
 - *Preschool and Kindergarten*
 - *Secondary Education*
 - *Assistive Technology*
- III. Related Supports
 - *Statewide Dyslexia Campaign*
 - *Parent Supports*

**Everybody is a genius.
But if you judge a fish
by its ability to climb a
tree, it will live its
whole life believing it is
stupid.**

--Albert Einstein



Dyslexia Task Force Recommendations

Note

Estimated Staff Time: When recommendations say “staff time” as a fiscal note, staff time would be an estimated average of \$28 per person, per hour (based on gross salary).

Estimated Co-op Training: When recommendations say KDE staff will train through the co-ops, one round of training, for one KDE staff, at the 9 co-ops would be approximately \$1250 total in travel related expenses.

PLANNING AND PREPARATION	
Instructional Planning and Preparation	
Recommendation	Estimated Fiscal Impact*
1. Identify and incorporate characteristics of structured literacy as part of core instruction to ensure all students have access to instructional practices that are effective for students identified with or displaying risk factors for dyslexia.	Cost = KDE staff time (additional monies if work group involves collaborative partners)
2. Identify evidence-based practices for instructional interventions for students identified with or displaying risk factors for dyslexia who do not progress after receiving core instruction.	Cost = KDE staff time (additional monies if work group involves collaborative partners)
3. Create and disseminate a toolkit of evidence-based practices for instructing students identified with or displaying risk factors for dyslexia.	Cost = KDE staff time (additional monies if work group involves collaborative partners)
a. Develop a guidance document for meeting the needs of students identified with or displaying risk factors for dyslexia which includes structured literacy strategies.	
b. Use existing Specific Learning Disability guidance document and resources in appendices as a toolkit resource. <i>(Please see Appendix A.)</i>	No additional fiscal impact
c. Increase specificity of progress monitoring tools to align with components of reading and risk factors identified in the screening process.	Cost = KDE staff time (additional monies if work group involves collaborative partners)

Recommendation	Estimated Fiscal Impact*
<p>4. Assist districts to develop a process to create instructional and/or intervention plans, based on individual needs, for students identified with or displaying risk factors for dyslexia. The KDE guidance document should promote and provide examples of how students identified with or displaying risk factors for dyslexia can receive instructional supports they need as they progress in their educational career (e.g. elementary to middle, middle to high, high to post-secondary).</p>	<p>Cost = KDE staff time (additional monies if work group involves collaborative partners)</p> <p>Note: Cost may include Co-op staff time and travel for coaching</p>
<p>5. Develop guidelines for identifying and documenting adequate progress as part of the school's system of interventions.</p>	<p>Cost = KDE staff time (additional monies if work group involves collaborative partners)</p>
<p>6. Increase the current allocations for the Read to Achieve (RTA) grant funding to districts that is earmarked for the delivery of tiered reading interventions identified as effective in teaching students identified with or displaying risk factors for dyslexia.</p>	<p>Cost for RTA grant is currently \$50,000 per school.</p> <p>301 elementary schools have grants for the coming year. There are approximately 800 schools with elementary grades.</p> <p>To fund all schools serving elementary students, an estimated <i>additional</i> \$24,950,000 would be needed.</p> <p>Additional staff would be needed as well because one staff could not triple the number of schools they serve without additional help. If this were an 18A position, the estimated expense would be \$50,000. If this were an additional MOA, the estimated expense would be \$74,000.</p>

Recommendation	Estimated Fiscal Impact*
7. Create adequate fiscal incentives for all LEAs to provide interventions during a dedicated block of time that is supplemental to instructional opportunities all students receive.	As the “fiscal incentives” are not specific, it is difficult to calculate fiscal impact. There are an estimated 1545 schools in the Commonwealth. If 75% of them planned a dedicated intervention block and we awarded them \$3,000 in incentives, the cost would be an estimated \$3,477,000. If all schools opted for the dedicated intervention block, this would be an estimated cost of \$4,635,000.
8. Develop a list of instructional supports for the guidance document that includes accommodations, adaptations, and modifications that are appropriate for all instructional areas and settings.	Cost = KDE staff time (additional monies if work group involves collaborative partners)
Implementation Infrastructure	
1. If additional workgroups are established to implement the plan, it is recommended that representatives from the Dyslexia Task Force be invited to participate.	Work group(s) would have a fiscal impact- travel expenses. Note: The average expense for one meeting of the Dyslexia Task Force was an estimated \$2300 for travel, meals, mileage, hotels and sub reimbursement.
<i>KDE Level</i>	
2. KDE will designate one professional with expertise in dyslexia to oversee the implementation of the following recommendations. a. KDE will create two additional state positions (staff from general education and special education backgrounds) with responsibilities to implement and support the statewide dyslexia plan.	Cost = KDE staff time
b. Develop a public advisory panel to include parents, students, teachers, university representatives, special education cooperative representatives, and district administrators to provide feedback to KDE on the issues related to dyslexia.	Advisory group = travel expenses Note: The average expense for one meeting of the Dyslexia Task Force was an estimated \$2300 for travel, meals, mileage, hotels and sub reimbursement.

Recommendation	Estimated Fiscal Impact*
c. Create a framework between KDE and Co-ops (emulating the Transformation Zones as used in the State Systemic Improvement Plan) to promote and build capacity for dyslexia supports.	KDE staff time and travel Co-op staff time and travel
d. Sponsor a multi-disciplinary discussion of new KDE guidance document with other occupations and professions boards (e.g., State Boards of Psychology, Counseling, and Social Work).	KDE staff time and travel
<i>Education Cooperative Level</i>	
1. Each cooperative will serve as liaison between KDE and local districts and will provide access to appropriate training and resources related to dyslexia.	Co-op staff time and possible travel; KDE staff time and travel when virtual meetings are not possible
2. Provide consultation to districts on appropriate implementation of the statewide dyslexia plan.	KDE staff time
<i>District Level</i>	
1. School districts will identify a school employee to work with the district level person to be responsible for implementation of the dyslexia plan. (See credentialing, pg. 7 #3)	There would be additional fiscal impact to school districts if they do not have someone of this nature already in place.
2. School districts will identify a building level dyslexia coach for teachers and interventionists to provide ongoing support, feedback and refinement of classroom practices and interventions.	There would be additional fiscal impact to school districts if they do not have someone of this nature already in place.
3. School districts will facilitate transition planning from elementary to middle to high school.	There would be additional fiscal impact to school districts if they do not have this type of service, and staff to conduct such transition planning, in place.

Recommendation	Estimated Fiscal Impact*
Personnel Preparation/Pre-Service	
1. The Commissioner will collaborate with EPSB to enhance and examine the following: <ol style="list-style-type: none"> Develop recommendations for requirements in pre-service programs (initial certification) to address teaching literacy to all students (e.g., students identified with or displaying risk factors for dyslexia) using evidence-based practices. 	KDE staff time EPSB staff time
<ol style="list-style-type: none"> Develop recommendations for requirements in pre-service programs to address teaching evidence-based interventions to diverse learners including students with or displaying risk factors for dyslexia. 	KDE staff time EPSB staff time
<ol style="list-style-type: none"> Develop recommendations for program requirements in advanced educator preparation programs (e.g., teachers, instructional leaders, administrators, guidance counselors) including endorsements (e.g., classroom reading endorsement, literacy specialist, program consultant) to teach, lead, and/or support programs for students identified with or displaying risk factors for dyslexia. 	KDE staff time EPSB staff time
2. Utilize existing partnerships between KDE, universities, cooperatives and districts to promote equity and consistency with instruction for students identified with or displaying risk factors for dyslexia across the state.	KDE staff time and travel (when virtual meetings are not possible)
3. Recommend a model to support implementation at the EPP (e.g., university faculty) level.	No fiscal impact identified for KDE
Credentialing	
1. KDE will request that EPSB consider a review of content requirements for certifications to address dyslexia.	No fiscal impact identified for KDE
2. LEAs will consider the diagnosis of dyslexia based on an evaluation conducted by a properly credentialed professional. A properly credentialed professional will be defined in the guidance document developed by KDE.	No fiscal impact identified for KDE. Could involve fiscal commitments for the districts and/or schools.
3. KDE will define appropriate skills and training of the professional to be utilized as a building level dyslexia coach.	Cost = KDE staff time (additional monies if work group involves collaborative partners)

Recommendation	Estimated Fiscal Impact*
4. KDE will consider credentialing guidelines. (See Arkansas Dyslexia Resource Guide, Section 9, July 2015).	Cost = KDE staff time (additional monies if work group involves collaborative partners)
Professional Development	
1. KDE, in collaboration with the Education Cooperatives, will support the development and ongoing implementation of training and coaching related to the training module topics (see #4 below).	KDE staff time and travel Education Co-op staff time and travel
2. KDE will identify high quality trainers for the provision of statewide training and support to school districts utilizing a coaching model to develop building level dyslexia experts.	KDE staff time and possible travel Educational Co-op staff time and travel
3. KDE will develop awareness training for all instructional staff to include information about characteristics of dyslexia and appropriate interventions, accommodations and modifications.	KDE staff time and possible travel
4. Require for those implementing specific interventions for students identified with or displaying risk factors for dyslexia, training in the evidence-based interventions that are systematic and cumulative, explicit, and diagnostic for students with dyslexia. Documentation of training must be provided to the school prior to implementing interventions. Training modules will include but are not limited to the following: a. definition of and unique needs of dyslexia including twice exceptional and comorbid conditions;	KDE staff time and travel expenses for the training. Co-op staff time and travel. Cost of developing and then reproducing training materials. Cost to schools and/or districts for staff time and travel. Other option could be to develop online training modules and utilize co-op staff for coaching and monitoring.
b. literacy development for all content teachers with a common language that includes accommodations/modifications that moves students toward meaning-centered reading and writing;	See fiscal note above.
c. intensive supports for district selected personnel;	See fiscal note above.
d. monitoring dyslexia instruction for teachers, principals and instructional supervisors that includes understanding and implementation of legislation and resources available;	See fiscal note above.

Recommendation	Estimated Fiscal Impact*
e. screening process, identification procedures, criteria, and notification of parents; and	See fiscal note above.
f. emotional impact and supports for children and families.	See fiscal note above.
5. KDE will develop a network of ongoing communication (multi-directional) from state level personnel to district level personnel and higher education (e.g., fidelity checks).	KDE staff time Could involve staff travel expenses

STUDENT SUPPORTS	
Screening Data	
Recommendation	Estimated Fiscal Impact*
1. KDE will develop and maintain a list of required literacy components that will be screened based on latest research.	Toolkit design Webpage revision Cost = KDE staff time (additional monies if work group involves collaborative partners)
2. KDE's guidance document should include possible screening tool examples to assess the required literacy components.	Toolkit design Webpage revision Cost = KDE staff time (additional monies if work group involves collaborative partners)
3. In addition to regulations and Senate Bill 1, all K-2 students should have screening to identify those who may display characteristics of dyslexia.	Cost to district/school if state does not cover the cost of screener tool
4. Develop protocols for tiered screening process for all students P-12 which includes explicit screening procedures at key points (age and other factors) within the educational experience of the student. (Please refer to the Arkansas resource document for information on tiered screening.)	Toolkit design Webpage revision Cost = KDE staff time (additional monies if work group involves collaborative partners)

Recommendation	Estimated Fiscal Impact*
Data Collection, Analysis, and Decision Making	
1. KDE will ensure the student information system will support ongoing data collection and analysis to inform instructional supports for students identified with or displaying risk factors for dyslexia.	KDE staff time Could involve IC related costs if enhancements to the tool is required
2. KDE will develop a process to monitor and evaluate the practices and supports detailed in the dyslexia guidance document.	KDE staff time Could involve staff travel expenses
3. Partner with EPSB to evaluate new teacher's perception of preparation, awareness and efficacy. KDE will develop a metric to obtain information from parents, students and teachers regarding their perceptions of awareness and efficacy.	Staff time Could involve staff travel expenses
Preschool and Kindergarten	
For prevention and early intervention, KDE should:	
1. Fully fund preschool and kindergarten for all students. a. Fund transportation for preschool students who meet eligibility currently.	\$18,949,000
b. Fund universal preschool attendance for all students.	\$75,199,500 (Full Day, Fully Funded, Pre-K)
c. Fully fund all-day kindergarten attendance.	\$124,000,000 (Full Day, Fully Funded, K)
2. Partner with the Regional Training Centers to provide professional development on developmentally appropriate early literacy instruction to be offered to staff in all types of preschool settings.	KDE staff time, travel expenses and materials, should any be necessary. Rough estimate \$3,000 Regional Training Center's staff time and travel.
Secondary Education	
1. KDE should allow American Sign Language as an option for meeting foreign language requirement for secondary education and college preparatory.	Current certification issue with EPSB. \$0 for KDE, but certification issue needs to be resolved.

Recommendation	Estimated Fiscal Impact*
Assistive Technology	
1. KDE in collaboration with the special education cooperatives will research and create a list of accessible materials/assistive technology resources.	Cost is KDE and co-op staff time unless work group involves collaborative partners.
2. KDE will partner with special education cooperatives to offer trainings on accessible materials and assistive technology resources.	Cost is KDE and co-op staff time and possible travel expenses

RELATED SUPPORTS	
Statewide Dyslexia Campaign	
Recommendation	Estimated Fiscal Impact*
1. Create a statewide dyslexia campaign.	Cost = KDE staff time (additional monies if work group involves collaborative partners)
2. Develop and disseminate a publication on dyslexia to increase awareness of myths and facts, provide an overview of frameworks and connections to resources.	KDE staff time
3. Create an infographic that communicates KY's plan of action for dyslexia.	KDE staff time
Parent Supports KDE will partner with districts and parents to build and maintain communication and a culture of trust and transparency.	
1. KDE will establish a dedicated webpage of professional resources for dyslexia linked from KDE's webpage, to include public access to guidance document.	Cost = KDE staff time (additional monies if work group involves collaborative partners)
2. Promote outreach for parents through child advocacy groups.	KDE staff time Could involve staff travel related expenses
3. Engage Parent Teacher Associations at school and district levels to connect parents to parents.	KDE staff time and travel related expenses
4. Encourage a partnership between parents and schools to create collaborative environment.	KDE staff time

Prepared by Jeanna Mullins, Facilitator

Appendix A:Glossary

Taken from *A Guide to the Kentucky System of Interventions*

Academic Ceiling

Any policy, instructional, or curricular procedure that withholds appropriate learning opportunities from a student who needs to move beyond age mates in order to maintain continuous progress

Accelerated Learning

"Accelerated learning" means an organized way of helping students who are not reaching individual or classroom academic goals by providing direct instruction or enable students who can to move more quickly through course requirements and pursue higher level skill development. (Section 2. KRS 158.6453)

Acceleration Options

A variety of ways schools can apply instructional strategies to studying material earlier, or at a faster pace, than most students. (See Appendix D)

Adequate Yearly Progress (AYP)

AYP is the term used in NCLB to refer to the minimum improvement required of each school and district over the course of one year. It is measured at the school and district levels by measuring growth in the percentage of students scoring proficient or above in reading and mathematics and assessing improvement on one "other academic indicator" while testing at least 95 percent of enrolled students and student subpopulations of sufficient size.

Affective Counseling Services

Affectively-based counseling assistance planned in coordination with the gifted teacher and provided by a counselor familiar with the characteristics and socio-emotional needs of gifted and talented students including those gifted students who are twice exceptional.

All Students

Every student enrolled in a school or district, regardless of identification, race, ethnicity, nationality, gender, socio-economic status, or primary spoken language.

Aimline (see Goal Line)

Baseline Data

The data collected prior to interventions being implemented and signifies the student's present level of performance on a targeted skill/concept.

Benchmarks

Logical breakdown of the major components of the long-term goal and how they measure progress toward meeting the long-term goal

Characteristics of Highly Effective Teaching and Learning (CHETL)

Effective practices in teaching and learning by describing the role of the teacher and student in an exemplary instructional environment

Classroom Performance

Educators assume an active role in students' assessment in the general education curriculum. This feature emphasizes the important role of the classroom staff in choosing and periodically completing student assessments of academics and behavioral/social skills rather than relying on end-of-the-year achievement tests (e.g., state or nationally developed tests) or routine office referral/detention/suspension for behavior. (NRCLD)

Community

A community may be a neighborhood and places around school; local residents; and/or local groups based in neighborhoods.

Complex Curriculum

The planned interaction of pupils with instructional content, materials, resources, and processes that are made of interconnected and /or related parts for the attainment of educational objectives

Continuous Progress Monitoring

Students' classroom progress is monitored continuously. In this way, staff can readily identify those learners who are not reaching individual or classroom academic and behavioral goals. Curriculum-based assessment models (NRCLD) and data from instructionally-based classroom behavioral monitoring systems are useful in this role.

Criterion- versus Norm-Referenced

Screening measures can use either a criterion referenced or normative comparison standard of performance. In the former, a specific criterion level of skills is specified as indicating an acceptable level of proficiency or mastery. In the normative comparison, the screening results are compared to an appropriate peer group (e.g., other students in first grade).

Curriculum Based Measurement (CBM)

Instead of measuring mastery of a series of single short-term objectives, each CBM test assesses all the different skills covered in the annual curriculum. CBM samples the many skills in the annual curriculum in such a way that each weekly test is an alternate form (with different test items, but of equivalent difficulty). (Fuchs)

Cut score

Accuracy of screening also is determined by what cut scores are used. A cut score, also called cut point, is the score that represents the dividing line between students who are not at risk and those who are potentially at risk. (NRCLD)

Data Point A data point is one score on a graph or chart, which represents a student's performance at one point in time.

Diagnostic Assessment

Assessment(s) will provide specific data to assist in determining changes needed to further the student's learning based on data from multiple sources/assessments.

Differentiated Instruction Differentiated instruction refers to educators tailoring the curriculum, teaching environments, and practices to create appropriately different learning experiences for students in order to meet each student's needs. To differentiate instruction is to recognize students' varying interests, readiness levels, and levels of responsiveness to the standard curriculum and to plan responsively to address these individual differences. There are four elements of the curriculum that can be differentiated: content, process, products, and learning environment.

Dual Discrepancy

Student performs below level demonstrated by peers AND demonstrates a learning rate substantially below peers. Special education is only considered when dual discrepancy, in response to validated instruction is found. Just because reading or math growth is low, it does not mean the student automatically receives special education services. (Fuchs)

Early Intervening

Early intervening in this context refers to catching problems while children are small... the problem is small? The term includes, but is not limited to, services for young children. (NASDSE)

Efficiency

A screening procedure must be brief as well as simple enough to be implemented reliably by teachers. (NRCLD)

Evidence-Based Practice

Instructional strategies and educational practices that are proven by scientific research studies. By proven, it is understood that these are classroom practices for which there is strong, or moderate, evidence of success.

Evidence-Based Instruction

Classroom practices and the curriculum vary in their effect on academic and behavioral outcomes. Thus, ensuring that the practices and curriculum have demonstrated their efficacy is important. If not, one cannot be confident that students' limited achievement or failure to meet behavioral expectations is independent of the classroom experiences. (NRCLD)

Evidence-Based Interventions

When students' screening results or progress monitoring results indicate a concern, an appropriate instructional intervention is implemented, either a standardized treatment protocol or an individually designed instructional intervention. The standardized treatment protocols are the academic and behavioral interventions that researchers have proven effective. School staff is expected to implement specific, research-based interventions to address the student's difficulties. These interventions might include a "double-dose" of the classroom instruction or other instructional methods that are not adaptations of the current curriculum or accommodations. (NRCLD)

Family

A family includes recognized related and non-related members (i.e., siblings, grandparents, aunts/uncles, friends/neighbors) who contribute to a child's learning in a significant way.

Fidelity Measures

While the interventions are designed, implemented, and assessed for their learner effectiveness, data on the fidelity of instruction is gathered. Fidelity measures assess whether the instructional methods and curriculum were used consistently and as they were intended. Staff members other than the classroom teacher have an important role in completing fidelity measures, which are usually an observational checklist of critical teaching behaviors or important intervention elements. (NRCLD)

Fidelity of Implementation Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

Flexible Grouping

Allows students to move among different groups based on their performance and instructional needs

Formative Assessment

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. (CCSSO) The goal of formative assessment is to gain an understanding of what students know (and don't know) in order to make responsive changes in teaching and learning. (Black and William)

Functional Assessment

Academic-process to identify the skill gap, determine effective strategies and develop interventions to teach the desired skill

Behavior-Process to identify the problem behavior, decide the function of the behavior and develop interventions to teach acceptable alternatives to the behavior

Gifted Education Pedagogy

Refers to the teaching skills needed to impart the specialized knowledge of how to teach students that are gifted and talented. Effective teachers demonstrate a wide range of abilities, skills, and knowledge that lead to designing a learning environment where all students learn and feel that they are successful academically and behaviorally.

Gifted Learner

Possessing either the potential or demonstrated ability to perform at an exceptionally high level in one or more areas of giftedness defined in KY (general intellectual, specific academic, visual / performing arts, creativity, and leadership)

Gifted Student Services Plan (GSSP)

An educational plan that matches a formally identified gifted student's interests needs, and abilities to differentiated service options and serves as the communication vehicle between the parents and school personnel. The determination of appropriateness of level and type of services provided to a student shall be subject to continuous assessment.

Goal

System for measuring the student's progress toward long-range expectations

Goal Line (sometimes referred to as an aimline) The goal line on a graph connects the intersection of the student's initial performance level and date of that initial performance level to the intersection of the student's year-end goal and the date of that year-end goal. It represents the expected rate of student progress over time.

High Ability Learner

A student with consistently outstanding mental capacity as compared to children of one's age, experience, or environment

Highly Effective Classroom Instruction

Academic and behavioral instruction or intervention matched to student need that has been demonstrated through scientific research and practice to produce high learning rates for most students. (NASDSE) Students receive high-quality instruction in their general education setting. Before students are singled out for specific assistance, one has to have an assurance that the typical classroom instruction is of high quality. Instructional quality is indicated by several characteristics: e.g., personnel are appropriately and adequately prepared and trained, including having the knowledge and skills to serve children with disabilities (see [Sec. 612(a)(14)(A)]); the choice of the curriculum; the instructional practices used; and comparison of students' learning rates and achievement in different classrooms at the same grade level. (NRCLD)\

Intensive Instruction (Tier 3)

Tier 3 and beyond provides universal instruction in addition to interventions for students not making adequate progress in the core curriculum and tier 2. These interventions are more intense and individualized for the student's academic or behavioral skill need. Frequent progress monitoring occurs with each student.

Intervention

An intervention is educational instruction, practice, strategy, curriculum or program. (US Department of Education)

Kentucky Academic Standards (KAS)

The Kentucky Core Academic Standards help ensure that all students throughout Kentucky are provided with common content, have opportunities to learn at high levels, learn how to solve problems and think creatively. The KAS outline the minimum content standards required for all students before graduating from Kentucky public high schools.

Kentucky System of Interventions (KSI)

A framework for providing systematic, comprehensive services to address academic and behavioral needs for all students, preschool through grade 12.

Learning Rate

Learning rate refers to a student's growth in achievement or behavioral competencies over time compared to prior levels of performance and peer growth rates. (NASDSE)

Level of Performance

Level of performance refers to a student's relative standing on some dimension of academic or behavioral achievement/ performance compared to expected performance (either criterion- or norm-referenced). (NASDSE)

Norm-Referenced

Evaluates a student's performance to that of an appropriate peer group

Off Level Testing

Administering assessments based on students' current academic ability.

Pace

The speed or rate at which learning takes place

Problem-Solving Approach (Individually Designed Instructional Package)

Most schools currently have an existing form of a problem-solving team, such as a student instructional team (SIT), student study teams (SST) or building assistance team (BAT). The purpose of these teams is to develop instruction to support the targeted student, while simultaneously providing a positive effect on the instructional program for all students. Under an RtI service-delivery system, these teams would adopt a problem-solving approach that is based on data and a continuing system of evaluation. Academic and behavioral problems need to be objectively defined, observed and measured directly in the general education classroom. The data collected are then analyzed, using information to develop hypotheses about the causes of the problem and the appropriate selection of evidence-based strategies to remedy them. As the interventions are implemented, the student's progress is monitored at regular points in time. The team continues to meet to discuss the outcome data and determine whether the intervention is having its desired effect, whether the specific intervention needs to be revised or whether the student should be considered for further evaluation. (NRCLD)

Professional Learning Communities (PLC)

Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve (DuFour, DuFour, Eaker, & Many, 2006).

Program Services Plan (PSP)

A district or school PSP committee (e.g., English Language Learner (ELL) and mainstream teachers/ specialists, an instructional leader, counselor, parent, student) will design a PSP for each student identified as having limited English proficiency. The PSP should include the following: the reasons for identification (results of the W-APT screener, and when available, the ACCESS for ELLs® annual language assessment), level of English proficiency, previous academic background and experience, cultural and language history, service delivery model/s for English language instruction, and all appropriate instructional and assessment accommodations and/or modifications. The PSP will be shared with all stakeholders involved in the EL's academic and language education. The PSP is consistently and regularly monitored for relevance and effectiveness throughout the year, and individualized accommodations should be evaluated for appropriateness and revised at least once a year based on the annual ACCESS for ELLs® assessment results. If a school does not have the accommodations documented in the PSP then there could be a test code violation if the accommodations are allowed on the state assessment.

Progress Monitoring

School staff use progress-monitoring data to determine effectiveness of the intervention and to make any modifications as needed. Carefully defined data are collected, perhaps daily, to provide a cumulative record of the learner's response to the intervention. (NRCLD)

Response to Intervention (RtI)

"Response to intervention (RtI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to maximize social and behavioral competencies. With RtI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities" (National Center on Response to Intervention).

Standard-Protocol Approach

Standardized protocols are academic and behavioral interventions that researchers have validated as effective, meaning that the experimental applications were completed with the proper experimental and control groups to demonstrate that the interventions work. School staff is expected to implement specific evidence-based interventions to address the student's difficulties. These interventions are not accommodations to existing curriculum; rather, they are instructional programs targeted to remediate a specific skill. Research for standard protocol interventions should specify the conditions under which the intervention has proven successful, including the number of minutes per day, the number of days per week, and the number of weeks (typically eight to 12) required for instruction with the intervention. Information about each research-based intervention also should describe the specific skills addressed, where the instruction should be provided, who should provide the instruction and the materials used for instruction and assessing progress (adapted from Fuchs et al., 2003) (NRCLD)

Standards and Indicators for School Improvement (SISI)

Kentucky's Standards and Indicators for School Improvement, as incorporated into 703 KAR 5:120, consist of three standards (academic performance, learning environment, and efficiency) and eighty-eight indicators that define best practice for schools and districts

Structured Literacy

Structured Literacy is a reading approach that explicitly teaches systematic word-identification/decoding strategies. Structured Literacy includes six elements: Phonology, Sound-Symbol Association, Syllables, Morphology, Syntax and Semantics. Structured Literacy uses three principals to guide how the elements are taught: Systematic and Cumulative, Explicit and Diagnostic. (International Dyslexia Association)

Student Growth

Student growth means both state assessment data, if available, and formative growth measures that are rigorous and comparable across schools in a Local Education Agency (LEA).

Summative Assessment

Summative Assessment is an assessment of the learning. It indicates a student's learning at a particular point in the instructional process. Summative assessment is typically administered to obtain a comprehensive evaluation of student knowledge and skills, rather than for short-term instructional decision-making

Targeted/Supplementary Instruction (Tier 2)

Tier 2 is targeted or supplementary instruction provided when a student's universal screening and other data results indicate a benchmark skills/grade level expectations has not been met. This tier provides appropriate instructional intervention(s) and progress is regularly monitored. About fifteen percent of students will succeed at this level of instruction. Students must receive general education instruction plus targeted intervention. Movement between the tiers/level of support should be fluid and based on the student's response or non-responsiveness to instruction.

Trend Line A trend line is a line on a graph that represents a line of best fit through a student's data points. The trend line can be compared against the goal line/aimline to help inform responsiveness to intervention and to tailor a student's instructional program.

Twice-Exceptional Learners

"Twice-exceptional student" means a pupil who is identified as gifted and talented in one or more areas of exceptionality and is also identified with a disability defined by Federal/State eligibility criteria (i.e. specific learning disability, emotional-behavioral disability, physical disability, sensory disability, autism, ADHD).

Underachievement

The development of a significant gap between a student's potential ability and demonstrated achievement to a degree that there is an overall diminished ability to achieve at the expected level of ability.

Universal/Core Instruction (Tier 1)

Tier I is highly effective, evidence-based core or universal instruction, provided to all students in the general education classroom. General education teachers must implement evidence-based programs with fidelity for both academic and behavioral instruction. About eighty percent of students will succeed at this level of instruction with little or no modifications of the curriculum or instructional practices

Universal Screening

School staff conducts universal screening of academics and behavior. This feature focuses on specific criteria for judging the learning and achievement of all students, not only in academics but also in related behaviors (e.g., class attendance, tardiness, truancy, suspensions and disciplinary actions). Those criteria are applied in determining which students need closer monitoring or an intensive intervention. Screening is a type of assessment that is characterized by providing quick, low-cost, repeatable testing of age-appropriate critical skills (e.g., identifying letters of the alphabet or reading a list of high frequency words) or behaviors (e.g., problem-solving and social interaction skills, tardiness, or aggression). (NRCLD)

Validity

An indication that an assessment tool consistently measures what it is intended to measure.